

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 220 02 SURVEY OF MULTICULTURAL LITERATURE (Section 02)

Professor: Brian Derico
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3 Semester Credit Hours

Semester: Fall 2018
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Meeting Times: TH 3:20-4:35

Course Description

An introduction to literary analysis using a survey of contemporary literature from different cultural settings. Attention is given both to literary forms and to social, philosophical, and religious meaning in the texts. Prerequisites: ENGL 110, ENGL 111 or their equivalents.

Course Rationale

Survey of Multicultural Literature uses literature, dialogue, writing, and research to increase our understanding of the diverse cultural perspectives of the world—including our own. In Survey of Multicultural Literature we practice reading, interpreting, and discussing poetry and short fiction, and we begin developing a pattern of metacognition about our acts of interpretation. Survey of Multicultural Literature gives students opportunities to use ideas from across the curriculum in the context of an ongoing dialogue about literature, theology, and social responsibility. Survey of Multicultural Literature is an explicitly multicultural element of the CCU Arts & Sciences curriculum, and it gives students opportunities to think about the relationship between meaning and context.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Engage in metacognitive analysis of the assigned course texts (supports A&S 4)
2. Participate in a generous dialogue about literature, theology, and social responsibility using ideas from across the curriculum (supports A&S 1, A&S 3, and A&S 5)

3. Conform to the expectations associated with writing about literature in the English discipline (supports A&S 1 and A&S 2)
4. Articulate a greater understanding of culture with particular reference to the relationship of meaning and context (supports A&S 3, A&S 4, and A&S 5)

Course Texts

One World of Literature, Lim and Spencer (original or CCU custom)
 Supplementary Readings (Canvas)

Recommended Texts

They Say, I Say by Graff and Birkenstein, Third Edition
 “Reader and Text: Literary Theory and Teaching of Literature” (Canvas)

Assignment Values

- Discussion Board Posts 10%
- Article Analysis 1 15%
- Article Analysis 2 15%
- Essay 1 20%
- Essay 2 20%
- Presentation 10%
- Exam 10%

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date. **Required readings appear in bold.**

August	28	Introduction to Survey of Multicultural Literature
	30	Introduction to Presentation Assignment Introduce Article Analysis Assignment “Reader and Text: Literary Theory and Teaching of Literature” (Canvas)
September	04	Read: “A Small Incident,” Xün (209-210; custom 85-87) Luke 10:25-37 (Canvas) “On Being a Good Neighbor” (Canvas)
	06	Read: “The Cooboo,” Prichard (381-384; custom 161-164) “Edward Said” (Canvas) “Restorative Justice: The Concept” (Canvas) “Postpartum Depression” (Canvas) “The Entry of Aboriginal Workers into the Cattle Industry” AA (Canvas)
	11	Read: “Spring Storm,” Yōko (337-343; custom 141-147) “Gender Role Attitudes, Troubles Talk, and Marital Satisfaction” AA (Canvas)

- “Women Empowerment in Japan” AA (Canvas)
- 13 **Read: “Death in a Plane,” de Andrade (779-783; custom 275-279)**
“Christian Mindfulness” AA (Canvas)
- 18 **Read: “The Key,” Phiên (364-369; custom 154-160)**
“Understanding Mental Health Needs of Southeast Asian Refugees: Historical, Cultural, and Contextual Challenges” AA (Canvas)
- 20 Introduce Essay 1
- 25 **Read: “Civil Peace,” Achebe (128-133; custom 28-33)**
Due: Article Analysis 1
- 27 **Read: “The Guest,” Camus (530-540; custom 222-232)**
“Rooted and Rootless, Exiled and Belonging” AA (Canvas)
- October 02 **Read: “The Return,” Thiong’o (91-96; custom 21-26)**
“The Black Family in the Age of Mass Incarceration” AA (Canvas)
- 04 Fall Recess (No Class)
- 09 Due: Essay 1
- 11 **Read: “Identity Card,” Darwish (134-136; custom 34-36)**
“A Dream Deferred,” Hughes (Canvas)
“Colored Identity” AA (Canvas)
- 16 **Read: “Jerusalem,” Amichai (75-76; custom 17-18)**
“Mending Wall” (Canvas)
- 18 **Read: “The Land of Sad Oranges,” Kanafani (137-141; custom 37-41)**
“Israeli-Palestinian Conflict Map: Losing Ground” (Canvas)
- 23 **Read: “Inem,” Toer (288-297; custom 126-135)**
“Marrying Too Young: End Child Marriage” (Canvas)
- 25 **Read: “His First Ball,” Ihimaera (451-460; custom 205-214)**
“Her First Ball” (Canvas)
“White Privilege and Male Privilege” AA (Canvas)
“The Nature of Contemporary Prejudice” AA (Canvas)
- 30 **Read: “Mercedes Benz 220 SL,” Ferré (874-882; custom 342-350)**
“Gaslighting Definition, Techniques and Being Gaslighted” (Canvas)
“Why Do People Stay in Abusive Relationships” (Canvas)
“Feminism, Adaptive Preferences, and Social Contract Theory” (Canvas)
- November 01 **Read: “The Falling Girl,” Buzzati (624-627; custom 260-263)**
“Capitalism and the Oppression of Women” AA (Canvas)
Autonomy, Oppression, and Gender: “Introduction” AA (Canvas)

- 06 **Read: “The Balek Scales,” Böll (554-561; custom 236-243)**
 “Repairing Harm from Racial Injustice” AA (Canvas)
- 08 **Read: “And So I Go,” Grace (447-451; custom 199-203)**
 “Invisibility is an Unnatural Disaster” AA (Canvas)
- 13 Introduce Essay 2
- 15 **Read: “Naema—Whereabouts Unknown,” Dib (15-24; custom 1-10)**
 “A Practical Christian Pacifism” AA (Canvas)
 “Alexander Campbell: Address on War” AA (Canvas)
 Due: Article Analysis 2
- 20 Thanksgiving Recess (No Class)
- 22 Thanksgiving Recess (No Class)
- 27 **Read: “Call Me Not a Man,” Matshoba (177-185; custom 73-81)**
 “Investigation of the Ferguson Police Department” (Canvas)
- 29 **Read: “A Soldier’s Embrace,” Gordimer (149-160; custom 43-54)**
 “Faith Communities and Apartheid” (Canvas)
 “Challenge to the Church” (Canvas)
- December 04 Due: Essay 2
- 06 **Read: “The Hajji,” Essop (161-171; custom 55-65)**
 “Key Issues in Postcolonial Feminism” AA (Canvas)
 “Gender and the Truth and Reconciliation Commission” (Canvas)
 “Skin Bleaching in South Africa” AA (Canvas)
- 11 **Read: “Migrant’s Lament—a Song,” Qabula (173-175; custom 69-71)**
 “The Origins of Forced Labor in the Witwatersand” AA (Canvas)
 “Globalization’s Shifting Economic and Moral Terrain” AA (Canvas)
- 13 **Read: “About Your Hands and Lies,” Hikmet (186-187; custom 82-84)**
 “Pathologizing the Poor” AA (Canvas)
How Racism Takes Place: “Introduction: Race, Place, and Power” AA (Canvas)
 “Is the World Decentered” AA (Canvas)

CCU Semester Examinations December 17-20

Course Policies

Disability Services

Students who require academic accommodations due to any documented physical, psychological, or learning disability should request assistance from the Student Services Department within the first two weeks of class. The Student Services Department is located on the upper level of the Presidents Hall. You may also contact

the office by phone (513.244.8150).

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

Class Participation

- The attendance regulations listed in the CCU catalog apply to this course.
- Students must arrive on-time and remain for the entire meeting. Arriving late to class and leaving early from class may be counted as ¼ absence.
- Students must arrive to class prepared to participate in class activities. They should complete writing assignments on time, read assigned texts, and plan ways to contribute to our production of knowledge during course meetings.
- Students who arrive without a copy of the assigned reading may be marked absent.
- Students must actively participate in class activities. They should participate in class discussions. They should not use class meeting as opportunity to complete work unrelated to this course.
- Students may not use computers, phones, tablets, or other personal electronic devices during course meetings. Students may not have phones in view. Students may not wear headphones (external or in-ear). Any use of personal electronic devices during course meetings may be counted as an absence.

Reading

The reading assignments listed in the course syllabus are an important component of this course. No specific credit will be assigned for the completion of reading assignments, but a student's ability to participate in class discussions and perform well on written assignments and the final exam will require familiarity with assigned portions of course texts.

Essay Exam

The take-home exam will require familiarity with class discussion and the assigned readings. The exam will ask you to write reflective essays about your progress toward course objectives. The exam will be made available on the day of our last meeting. The exam may not be taken early. It will be due at the end of the period assigned to our exam by the Registrar's Office. It will not be a timed exam. You can write your essays whenever you want during the period the exam is available.

Extra Credit

I do not offer extra credit.

Revisions

Revision is a necessary part of everyone's writing process. Revision can be motivated by and reflect developments in your understanding of the rhetorical context of your text, comments made by readers, further research and inquiry, and further consideration of your rhetorical ambitions. I do not allow revisions after an assignment has been assigned a grade.

Late Work

- Work is due at the beginning of class on an assignment's due date. I will accept late work for reduced credit for 24 hours after the beginning of class on an assignment's due date. A 10% penalty will be assigned for late work. A grade of 0% will be assigned for work not submitted within 24 hours after an assignment's due date.
- Excuses will not be accepted for late work or work that is not submitted properly. Submit work early, double-check your submissions, and when necessary use the Canvas help line (855-976-8718).
- Students who are not prepared to present on their scheduled date will receive a failing grade for the assignment and will not be given an opportunity to present at a later date. Students who do not submit an outline with annotated bibliography before their scheduled date will receive no credit.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Discussion Board Posts

- The decorum that I expect of in class discussion is also required in the discussion board forum. Failure to meet my expectations for decorum can lead to disciplinary action, including grade penalties and dismissal from the course. In particular, you must demonstrate respect for the university, for me, for course peers, and each other.
- You must post at least once to each discussion board thread associated with an assigned story or poem from *One World of Literature*. Your post should be your response to the initial prompt.
- In addition to offering the required response to the initial prompt, you may also post a thoughtful response to a course collaborator's post or a new contribution to our discussion.
- In order to receive credit, you must make your posts before class begins on the day the class meeting assigned to the relevant text.
- Posts must fulfill the following requirements:
 - Posts should be a minimum of 150 words.
 - Posts should introduce a clearly articulated idea that is framed as a response to the prompt.
 - Posts should support claims with close readings of the relevant text.
 - Posts should give attention to sentence-level editing.

Article Analyses

Purpose

Article Analyses give you a method for reading articles that emphasizes their rhetorical nature, a method for taking notes that facilitate your engagement in class discussions, and potential material for integration into other writing assignments. The Article Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, and conform to MLA style. Article Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

For each Article Analysis you must choose one of the texts marked with AA in the agenda. Article Analyses using a text not marked with AA in the agenda will receive no credit.

This assignment supports Course Objectives 1, 2, 3, 4, and 5.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Joining the Conversation
- Term/Concept Description

Please be careful not to work too closely with peers on Article Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU committee on Academic Integrity.

Exigence Description

Exigence Descriptions should describe the problem or opportunity that motivated the author to write the article. The problem or opportunity an article addresses is most often a pattern of thinking that is typical of the article's audience. Do not describe your problems with the article or problems you think readers have when reading it. Do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstract

Abstracts should describe the work the article does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article and how does the article attempt to achieve that goal? Your abstract should correspond in an obvious way to your Exigence Description. Your abstract should include summary and descriptions of key concepts. Again, do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Joining the Conversation

This section should enter into dialog with the article. That is, you should respond to a clearly articulated idea in the article with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea will be either an agreement with reasons, agreement with further development, agreement with qualification, or disagreement with reasons. Your response must be developed beyond simple agreement or disagreement. This section may include quotations from the article that is the subject of your Article Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 100 words.

Term or Concept Description

Term or Concept Descriptions define the meaning and function of a term or concept that appears in the article. Define the meaning of the term or concept as it functions in this article. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article. **This section must include an**

explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Format

- Your Article Analysis must include a Work Cited entry. Provide corresponding entries in your list of Works Cited if you cite additional sources.
- Your Article Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article Analysis.
 - Mark the title of the article with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author of the article in the Exigence Description.
- Your Article Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 125-450 words.
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Essay One

Focus: Character Analysis

- Choose a character from a story or poem we have discussed before this assignment’s due date (the narrator in a short story and the speaker in a poem are characters).
- Write an essay of at least 1050 words that supports an assertion about the reasons for or the results of the character’s behavior. That is, either make a claim about why a character does what she does or make a claim about what happens because the character does what she does. Your essay should demonstrate the credibility of your claim with two kinds of evidence. First, you should introduce evidence that demonstrates the credibility of your claim about the character’s behavior. Second, you should introduce evidence that either demonstrates the credibility of your claim about why the character behaves as she does, or that demonstrates the credibility of your claim that something happens because the character behaves as you claim she does.

For example:

Some readers of Lu Xun's "A Small Incident" think that the narrator experiences an epiphany, but I think something different takes place. The word *epiphany* often refers to a moment of sudden insight about the true meaning of one’s experience, but that is not what the narrator in this story experiences. The action of the rickshaw driver destabilizes the false coherence of the narrator's moral vision, but the narrator appears to never regain confidence that he properly understands what is good.

- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Essay 1” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment

section of Canvas before class on the assignment's due date.

- This assignment supports Course Objectives 1 and 3.

Essay Two

Focus: Culture Context

- Choose one of the stories or poems we have discussed before this assignment's due date.
- Write an essay of at least 1750 words that supports an assertion about how understanding a feature of the cultural context of an element of the story or poem is important.
- For example:

Some readers of Alfred Temba Qabula's "Migrant's Lament—a Song" believe the speaker experiences a pattern of bad luck. Context provided in Moitsadi Moeti's article "The Origins of Forced Labor in the Witwatersrand" makes this interpretation less likely. Moeti's article describes a strategic pattern of cultural and economic disruption that created a surplus of cheap migrant labor in colonial South Africa. The misfortune suffered by Qabula's speaker does not reflect a pattern of bad luck. His experience is a symptom of a deliberate strategy of colonial exploitation. This rereading of the poem is important because it reminds us that a proper response to a pattern of injustice is only possible if we recognize that this pattern is produced by social, political, and economic structures that humans create.

- There are many ways to phrase and frame your thesis, but it should include these elements. 1. A clear articulation of a reading that is likely because the reader lacks some idea about the cultural setting of the story or poem. 2. A new reading that is possible because you provide some idea about the cultural setting of the story or poem attributed to contextually credible sources. 3. A clearly articulated explanation of why the work this essay does is important.
- **This assignment requires the integration of ideas derived from contextually credible research—properly attributed and documented—into the culture represented in the literature you have chosen.**
- Contextually credible in the context of this assignment means written by credentialed experts for an audience of experts or written by credentialed experts for an audience of informed and knowledgeable laypersons. The sources for ideas integrated into this assignment should derive primarily from sources found via the OhioLINK Central Catalog and the EBSCO databases on the G.M. Elliott Library website.
- You must attribute ideas to contextually credible sources even if the ideas you integrate are common knowledge. Because you lack authority you must borrow authority by integrating testimony from contextually credible sources. You may include ideas from contextually credible reference sources, but you must include sources authored by credentialed experts for an audience of credentialed experts.
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Essay 2" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.
- This assignment supports course objectives 1, 3, and 4.

Humanitarian Organization Presentation

- Each student will research an approved humanitarian organization. A list of preapproved organizations follow, but students may seek permission to present on an organization that does not

appear on this list. Humanitarian organizations function to save lives and alleviate suffering in circumstances of acute human crisis. Humanitarian organizations generally provide short-term material assistance and logistical support in response to specific crises (like war or natural disaster), but students may also present on organizations that provide material and logistic support in response to long term conditions like hunger, disability, poverty, or limited access to education.

- **Students must reserve a presentation date and a presentation topic within the first week of class. Students who fail to do so will receive a 10% penalty on this assignment.**
- Each student will develop a highly effective persuasive presentation that supports a specific assertion about the selected humanitarian organization. **Your presentation must have a thesis that is framed as a response to a clearly articulated idea.**
- **The mission of the organization cannot be your thesis.**
- A thesis for this assignment will, ideally, be an assertion about how your audience ought to think or act in relationship to the organization that is the subject of your presentation. You want your audience to do think or act in some manner, and your presentation is an attempt to persuade them to do so.
- The assignment is not a sufficient context for your thesis and presentation. The circumstance of human crisis or suffering to which the organization responds is a necessary context, but not a sufficient context. You must make clear that this presentation and your thesis make a contribution to an ongoing conversation in response to an important idea. People often think or act in some specific manner (or some specific person has made a specific assertion), and your presentation is a response to that manner of thinking or acting.
- **A detailed outline of the presentation—including a compelling introductory paragraph that contextualizes a thesis as a response to a clearly articulated idea—must be submitted before the presentation. Your outline must have a compelling title. Presentation media may not be substituted for the outline.** The outline must include levels of organization marked with numerals and letters.
- Your outline must also include an **annotated bibliography**. Your annotations will present a summary the ideas in your presentation that derive from each listed source. Your annotated bibliography must be formatted in MLA style. **If you derive ideas or information from multiple pages from the same website, each page must have a separate entry with separate annotation.**
- **Presentation grades typically reflect primarily the quality of the outline and annotated bibliography submitted to Canvas rather than the quality of the in-class presentation, but poor in-class presentations can be assigned failing credit even if the outline and annotated bibliography fulfill the requirements of the assignment.**
- Each presentation must last at least ten minutes and may last no longer than twenty minutes.
- **Presentations may only include video if the video has been produced by the presenting student.**
- An opportunity for questions and evaluation will follow each presentation.
- **Please arrive to class early on the day of your presentation in order to prepare your media technology.**
- To receive full credit for this assignment you must submit your outline with annotated bibliography to the designated assignment section of Canvas before class on your presentation date.
- **Students who are not prepared to present on their scheduled date will receive a 30% penalty and will not be given an opportunity to present at a later date. Students who do not submit an outline with annotated bibliography before class on their scheduled presentation date will receive no credit.**
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Presentation Outline and Annotated Bibliography.”
- This assignment supports course objectives 2, 3, and 4.

Preapproved Humanitarian Organizations

Amnesty International
Cooperative for Assistance and Relief Everywhere (CARE)
Direct Relief International
Doctors Without Borders
Human Rights Watch
International Rescue Committee
MAP International
Oxfam International
PATH (a catalyst for global health)
Refugees International
Save the Children
World Concern
Amos Project
Mercy Corps
Natural Resources Defense Council
AmeriCorps
World Food Programme (WFP)
International Federation of Red Cross and Red Crescent Societies (IFRC)
Action Against Hunger